

Supporting AAC in the Classroom with AMDi Premade Activities

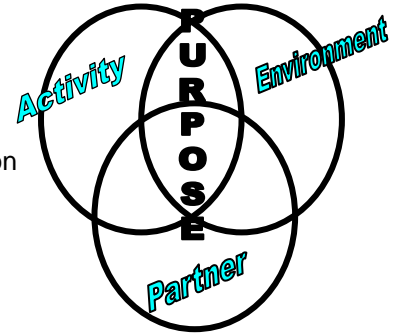
Communication Must Be... (Cuff)

- Fun
- Motivational
- Meaningful
- Purposeful
- Easy
- Repetitious
- Age Appropriate
- Cause a Response or Continuation
- Natural to the Activity
- Given in Small Units

Knowledge of the Communication Routine is a Key...

When communicating with others, the user of AAC needs to:

- Know when to communicate
- Take turns appropriately in conversation
- Initiate conversation
- Have more than one style of interaction depending upon the listener or situation
- Exhibit appropriate greetings & closings for different listeners & situations



One Training Model: ECT – Environmental Communication Teaching

Training Basics

- Activity-Based Objectives
- Environmental Arrangements
- Prompt Hierarchy

Social Contexts

- **Dyadic Interaction** = Social Interaction...Arriving, departing, breaks or transitions between classes or work or community activities
- **Joint Action Routines** = Activities that are common...to home activities, to school routines, to job activities, to community activities; Scriptable, Context Specific Vocabulary
- **Behavior Regulation** = What the AAC user says to...direct the actions of another; have basic daily needs met for...hygiene, getting around, physical care, dressing
- **Instructional/Work Activities** = Participating by Presenting, Answering & Asking questions...in class, in a meeting, in an interview

Activities can target

- Vocabulary Expansion
- Automaticity of Symbol Locations or Sequences
- Language Development
- Multi-modal Communication

Target Activities with these characteristics

- “Process” rather than “product” oriented
- Represents class of activities
- More than one “selection” for activity type can be offered at any given time
- Activity occurs 3-4 times each week

Activity Structuring - Identify:

- Natural Environments
- Routines within those environments
- Specific skills required throughout the activity
- Discrepancies between current and desired performance
- Existing or new communication requirements
- Communication messages

Vocabulary – Preprogrammed – AMDi (Let’s Talk series for SMART products)

- **At Home Communication** (Smart/128 Visual Scene)
- **Fun with Reading** (Tech/Talk & Tech/Scan 8 Devices, Smart/Scan 32, Smart/Speak, Smart/Scan 8, Smart/Talk, Tech/Speak & Tech/Scan 32 Devices, Smart/128 w/ 8 Grid Locations, Smart/128 w/ 32 Grid Location, Smart/128 w/ Visual Scene)
- **Fun with Reading II** (Smart/Scan 32, Smart/Speak, Smart/Scan 8, Smart/Talk, Smart/128 w/ 8 Grid Locations, Smart/128 w/ 32 Grid Locations, Smart/128 Visual Scene, Tech/Talk & Tech/Scan 8 Devices, Tech/Speak & Tech/Scan 32 Devices)
- **Fun With Reading First Grade** (Smart/Scan 32Pro, Smart/Speak, Smart/Scan 8Pro, Tech/Talk & Tech/Scan 8 Devices, Tech/Speak & Tech/Scan 32 Devices, Smart/Talk, Smart/128 w/ 8 Grid Locations, Smart 128 w/ 32 Grid Locations, Smart 128 Visual Scene)
- **Fun with Science** (Smart/Scan 32Pro, Smart/Speak, Smart/Scan 8 Pro, Smart/Talk, Tech/Talk & Tech/Scan 8 Devices, Tech/Speak & Tech/Scan 32 Devices, Smart/128 w/ 8 Grid Locations, Smart/128 w/ 32 Grid

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Locations, Smart/128 w/ Visual Scene)

- **Fun with Science First Grade** (Smart/Speak, Smart/Scan 32Pro, Smart/Scan 8Pro, Tech/Speak & Tech/Scan 32 Devices, Tech/Talk & Tech/Scan 8 Devices, Smart/Talk, Smart/128 w/ 8 Grid Locations, Smart/128 w/ 32 Grid Locations, Smart/128 w/ Visual Scene)
- **Fun with Writing II First Grade** (Smart/Speak, Smart/Scan 32Pro, Smart/Scan 8Pro, Smart/Talk, Smart/128 w/ 8 Grid Locations, Smart 128 w/ 32 Grid Locations, Smart 128 Visual Scene, Tech/Talk & Tech/Scan 8 Devices, Tech/Speak & Tech/Scan 32 Devices)
- **Journal Writing** (Smart/Scan 32, Smart/Speak, Smart/128 w/ 32 Grid Locations, Tech/Speak & Tech/Scan 32 Devices)
- **Lets Talk: Around the House** (Smart/Scan 8, Smart/128 w/ 8 Grid Locations, Smart/Talk, Tech/Talk & Tech/Scan 8)
- **Lets Talk: Circle Time** (Smart/Scan 8, Smart/128 w/ 8 Grid Locations, Smart/Talk, Tech/Talk & Tech/Scan 8 Devices)
- **Lets Talk: Communication on the Run** (Smart/Scan 32, Smart/Scan 8, Smart Speak, Smart/128 w/ 8 Grid Locations, Smart/128 w/ 32 Grid Locations, Smart/128 w/ Visual Scene, Smart/Talk, Tech/Talk & Tech/Scan 8 Devices, Tech/Speak & Tech/Scan 32 Devices)
- **Lets Talk: Early Learning** (Smart/Scan 8, Smart/128 w/ 8 Grid Locations, Smart/Talk, Tech/Talk & Tech/Scan 8 Devices)
- **Lets Talk: School** (Smart/Scan 8, Smart/Talk, Smart/128 w/ 8 Grid Locations, Tech/Talk & Tech/Scan 8 Devices)

Planning Steps of an Activity - Social Regulation Functions

- How is it Initiated?
 - Where does it begin?
 - What is the transition from the previous activity?
 - Who begins it?
 - How is it begun?
 - What is said or done?
- How is it Maintained?
 - What are the operations that must be carried out?
 - With what must they be done?
 - Who must do them?
 - What must be said to carry them out?
 - Who must say these things?
- How is it Terminated?
 - What actions end the activity?
 - Who does them?
 - When
 - Who ends the activity?
 - What do they say?

Most-to-Least Prompting Hierarchy (when teaching a new skill)

- Plan for systematic fading
- Steps
 - Full physical prompt
 - Partial physical prompt
 - Modeling
 - Gesture
 - Verbal
 - Independent (natural environmental cue)

Least-to-Most Prompting Hierarchy (for mastering a skill to independent use)

- Fading is built-in
- Steps
 - Environmental cue
 - Verbal cue
 - Gestured cue
 - Model
 - Partial physical
 - Full physical assistance

RESOURCES

- Beukelman, D.R., & Mirenda, P. (2013). *Augmentative and alternative communication: Management of severe communication disorders in children and adult* (4th ed.). Paul H. Brooks Publishing Co.: Baltimore, MD.
- Durand, V.M. (1990). *Severe behavior problems: A functional communication training approach*. The Guilford Press: NYC
- Light, J.C., & Binger, C. (1998). *Building communicative competence with individuals who use augmentative and alternative communication*. Paul H. Brookes Publishing Co.: Baltimore, MD.